DOCUMENT RESUME

ED 204 311 SP 018 502

AUTHOR Weber, Wilford A.
TITLE Teacher Perceptions of Effective Classroom Management Strategies.
PUB DATE Apr 81
NOTE 15p.: Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Behavior Modification; *Classroom Techniques; Discipline; Elementary Secondary Education; *Group Dynamics; *Positive Reinforcement; Social Reinforcement; Student Teacher Relationship; *Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness

ABSTRACT

One hundred sixty-three experienced, knowledgeable, elementary and secondary teachers were asked to identify classroom management strategies they believed to be most crucial to their teaching effectiveness. In rank order, the eight most frequently selected managerial strategies were: (1) using positive reinforcement; (2) applying logical consequences to misbehavior; (3) establishing and maintaining group cohesiveness; (4) establishing and maintaining productive group norms; (5) communicating acceptance of individual students as persons of worth and dignity regardless of behavior; (6) using time out and withdrawal of rewards as responses to inappropriate behavior; (7) employing problem-solving classroom meetings; and (8) establishing clear expectations and enforcing rules. There was a high degree of concurrence among the teachers on the effective methods, but their choices were pluralistic, not tied to any one management approach. Summaries of respondents' strategies are included, with a list of the references most often cited by respondents in their descriptions. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204311

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Wilford A. Weber

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TEACHER PERCEPTIONS OF EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES

Wilford A. Weber
University of Houston Central Campus

Purpose

The intent of the study reported here was to examine the classroom management strategies selected by experienced, knowledgeable teachers when they were asked to identify those ten classroom management strategies they believed to be most crucial to their teaching effectiveness. Specifically, having demonstrated a thorough understanding of the nature and implications of a wide range of managerial strategies, each teacher in the sample was asked to describe and justify those ten strategies he or she viewed as most important in maximizing his or her managerial effectiveness. Thus, the purpose of this study was to identify the managerial strategies perceived as most effective by experienced elementary and secondary public school teachers who were fully informed as to the full range of strategies teachers might use.

Procedures

The procedures of the study were designed to allow for the identification of those managerial strategies deemed most effective by teachers who were both experienced and knowledgeable. Therefore, the study employed a survey research methodology which was intended to yield valid descriptions of the perceptions of the teachers in the sample. Each teacher was asked to prepare a brief paper in which he or she described and justified those ten managerial strategies he or she believed were the most effective given his or her understanding of the full range of possible strategies. The descriptions provided by the respondents were categorized and tabulated. The percentage of respondents who identified a particular strategy was computed.

Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, April 1981.

SP 018 502

Sample. The sample consisted of 163 elementary and secondary school teachers. Approximately sixty percent (98) were elementary school teachers and forty percent (65) were secondary school teachers; over ninety-five percent (155) were female. All were teachers with at least one full year of teaching experience who were teaching in public schools located in urban and suburban school districts in a large metropolitan area. Most importantly, given the purpose of this study, each of the teachers in the sample had successfully completed graduate coursework in which he or she had been required to demonstrate a thorough understanding of the nature and implications of a broad range of managerial strategies. Thus, each of the teachers was an experienced classroom teacher who possessed a comprehensive understanding of a wide range of classroom management strategies.

Each of the teachers in this study had successfully completed a formal, three credit-hour, fifteen-week, graduate course designed for inservice teachers. A major purpose of that course was to increase the teacher's understanding of the managerial dimension of teaching. More specifically, because no single approach to classroom management has been found to be best, it was the intent of the course to help the teacher more fully understand the managerial process and the array of managerial strategies implied by the various approaches to classroom management. This intent was predicated on the assumption that a teacher will be more effective with regard to classroom management if he or she understands the full range of managerial strategies which characterize each of those approaches and is able to select and apply those specific managerial strategies most likely to be effective in a given situation. This assumption provided a conceptual and empirical basis for the design and development of a course which was intended to increase the managerial effectiveness of the teacher through his or her use of a managerial approach which has been called the analytic-pluralistic approach (Weber, in press).

The analytic-pluralistic approach is one in which classroom management is viewed as a four-stage process in which the teacher: (1) specifies desirable classroom conditions—those particular conditions the teacher feels facilitate effective and efficient instruction with his or her students; (2) analyzes existing conditions in order to identify: managerial problems—discrepancies between the existing conditions and those deemed desirable; potential

problems—discrepancies which are likely to arise if the teacher fails to take preventative measures; and desirable conditions—those conditions which are viewed as desirable; (3) selects and utilizes those specific managerial strategies thought to have the greatest potential for solving problems, preventing problems, or maintaining conditions given a particular situation and his or her analysis of that situation; and (4) evaluates his or her managerial effectiveness by monitoring and assessing the extent to which his or her efforts bring about and maintain the conditions deemed desirable.

As noted earlier, this conceptualization of classroom management is based on the assumption that the effective classroom manager is one who understands the full range of managerial strategies implied by each of a variety of approaches to classroom management and selects and applies those particular managerial strategies most likely to be effective in a given situation. Specifically, the course objectives called for the teachers to demonstrate that they had achieved a thorough understanding of the managerial strategies characteristic of eight different classroom management approaches: the authoritarian, behavior modification, cookbook or common sense, group process, instructional, intimidation, permissive, and socioemotional climate managerial approaches. Detailed descriptions of each of these approaches were presented during class lecture/discussions, in the course text, and in "handout" materials distributed to the teachers. In addition, all teachers had access to a "mini-library" containing over seventy, recently published books on the subject of classroom management. All were urged to use this mini-library and were encouraged to read extensively so that they might come to fully understand the various viewpoints represented in that collection of reference materials; most did.

During the first class meeting, those in the course were asked to provide information concerning: (1) years of teaching experience; and (2) present employment status. As a part of the course requirements, each teacher took a two and one-half hour examination which was designed to assess the extent to which he or she fully understood the analytic-pluralistic process, the nature and dynamics of each of the eight managerial approaches, and the full range of managerial strategies implied by each of those approaches. Only teachers who achieved at least ninety percent accuracy on the examination were considered for inclusion in the sample. Subsequently, those teachers who had indicated that they had at least one full year of teaching experience and that they were

then teaching in an urban or suburban public elementary or secondary school and who had achieved at least ninety percent accuracy on the examination were included in the sample. One hundred and sixty-three of the teachers met these criteria. Thus, it appears reasonable to argue that the sample consisted of teachers who were experienced and who were knowledgeable regarding the range of managerial strategies a teacher might view as effective.

Instrumentation. As noted earlier, the study employed survey research methods to obtain data concerning the perceptions teachers in the sample held with regard to those classroom management strategies they viewed as most crucial to their teaching effectiveness. These data were collected through the use of an open-ended, self-administered questionnaire. The questionnaire asked the respondent to identify and describe those ten managerial strategies he or she believed to be most crucial to his or her teaching effectiveness.

Data Collection and Analysis Procedures. Each of the teachers who had met the "experience and knowledge criteria"—each of the 163 teachers in the sample—was asked to respond to the questionnaire and return it within four weeks. All returned their questionnaires within the alloted time.

Content analysis procedures were utilized to categorize the managerial strategies identified by the respondents. A total of forty-four categories were identified. The descriptions which were provided by the respondents proved to be very useful in the categorization process inasmuch as respondents quite often used different "labels" for the same managerial strategies. For example, the terms "mild desist," "gentle desist," and "soft reprimand" were used as labels for that managerial strategy in which the teacher reproves the student for behaving in an unacceptable way. That is, the teacher—in a kindly manner intended to promote more acceptable behavior—informs the student that he or she is behaving inappropriately, should stop behaving inappropriately, and should return to behaving appropriately. The results obtained from this analysis are reported in the next section of this paper.

Results

Analysis of the data obtained from the teachers in the sample revealed that a total of forty-four managerial strategies had been identified by the respondents. These results are summarized in Table 1 on the next page.

Table 1

Number and Percentage of Teachers
Selecting Various Classroom Management Strategies

Classroom Management Strategies	Number	Percentage
Using Positive Reinforcement	154	94.5
Applying Logical Consequences	149	91.4
Establishing and Maintaining Group Cohesiveness	138	84.7
Establishing and Maintaining Productive Group Norms	131	80.4
Exhibiting Unconditional Positive Regard	129	79.1
Using Time Out and Extinction	126	77.3
Employing Problem-Solving Classroom Meetings	103	63.2
Establishing Clear Expectations and Enforcing Rules	98	60.1
Using Behavior Contracting and Reality Therapy	92	56.5
Employing Democratic Classroom Procedures	81	49.7
Exhibiting Withitness, Overlapping, and Group Focus	69	42.4
Building Positive Teacher-Student Relationships	51	31.3
Displaying Empathic Understanding	51	31.3
Implementing Interesting and Appropriate Lessons	44	27.0
Displaying Realness, Genuineness, and Congruence	41	25.2
Using Mild Desists and Soft Reprimands	38	23.3
Facilitating Movement Momentum and Smoothness	36	22.7
Using Token Economies and Reward Systems	32	19.6
Resolving Conflict and Restoring Group Morale and Unity	19	11.7
Administering Punishment	11	6.7
Other Classroom Management Strategies (24)	37	22.7

As shown in Table 1, eight classroom management strategies were identified by over sixty percent of the respondents as being of crucial importance. An additional five managerial strategies were identified by at least thirty percent of the respondents; another four strategies were identified by more than twenty percent of the teachers in the sample. In rank order, the eight most frequently selected managerial strategies were: (1) using positive reinforcement (94.5%); (2) applying logical consequences (91.4%); (3) establishing and maintaining group cohesiveness (84.7%); (4) establishing and maintaining productive group norms (80.4%); (5) exhibiting unconditional positive regard (79.1%); (6) using time out and extinction (77.3%); (7) employing problem-solving classroom meetings (63.2%); and (8) establishing clear expectations and enforcing rules (60.1%).

The sections which follow present brief summaries of the descriptions which respondents provided for the eight most frequently selected classroom management strategies. These summaries also include listings of the references most often cited by respondents in their descriptions.

Using Positive Reinforcement. All but nine of the respondents selected the use of positive reinforcement as an effective managerial strategy. Almost all of these defined positive reinforcement as "the introduction of a reward." Several offered more complicated definitions; for example, one defined positive reinforcement as "the contingent presentation of a stimulus that increases or maintains a response." All stated that positive reinforcement is a managerial strategy which can be used to facilitate and maintain appropriate student behavior. Most cited the behaviorist argument that behavior which is reinforced by the subsequent occurrence of a pleasurable or rewarding event is strengthened; the use of positive reinforcement causes the reinforced behavior to increase in frequency. Consequently, each took the position that the teacher should reinforce desirable student behavior and avoid reinforcing undesirable student behavior.

The respondents who identified positive reinforcement as an effective managerial strategy drew from a variety of authors who have written about the behavior modification approach to classroom management. Most frequently cited were: Axelrod (1977); Buckley and Walker (1978); Clarizio (1980); Dollar (1972); Givener and Graubard (1974); Long and Frye (1977); Madsen and Madsen (1975); Piper (1974); Shipman and Foley (1973); Sulzer and Mayer (1972); Walker and Shea (1980); and Weber (1977a and 1977b).

Applying Logical Consequences. Respondents generally described logical consequences as those consequences which are arranged by the teacher and which are viewed by the student as logical results of his or her actions. Drawing primarily from the work of Dreikurs (Dreikurs and Cassel, 1972; and Dreikurs and Grey, 1968), most respondents were very careful to make a clear distinction between logical consequences and punishment. They stressed that logical consequences result from and are linked to a violation of accepted social rules, are logically related to the behavior—and misbehavior—of the student, focus on the behavior as a mistake and not a sin, are concerned with what will happen next and not the past, and are applied in a warm and friendly manner. Respondents argued that it is crucial that teachers help students understand the logical relationship between their behaviors and the consequences of those behaviors. They took the position that the application of logical consequences can be used to accomplish that goal and to help students change their behaviors to those that are more desirable. It is a managerial strategy which allows the student to experience the logical consequences of his or her own actions. Thus, the student learns to take responsibility for his or her actions. In addition, respondents argued that the use of logical consequences is far more effective than the use of punishment in helping students behave in ways which are more appropriate because the application of logical consequences is much less likely to endanger teacher-student interpersonal relationships.

In describing the use of logical consequences and its implications and advantages, respondents drew on the writings of those who have stressed the importance of positive teacher-student interpersonal relationships and who have advocated socioemotional climate managerial strategies. Most often cited were: Dreikurs and Cassel (1972); Dreikurs and Grey, 1968; Ginott (1972); Glasser (1969); and Weber (1977a).

Establishing and Maintaining Group Cohesiveness. Typically, respondents defined group cohesiveness as a sense of oneness, unity, and purpose shared by all the members of a classroom group. They noted that group cohesiveness is high when each member feels good about being a part of the group. Respondents argued that group cohesiveness is a goal the teacher should work to achieve as it is essential to group productivity. A cohesive group is far more likely to be productive than one which is characterized by disunity, low morale, and

and conflict. Therefore, the teacher should build group morale, unity, cooperation, and a sense of purpose. The teacher should strive to make membership in the group attractive and satisfying because cohesiveness is a function of the extent to which the individual needs of group members are satisfied by group membership.

Many respondents pointed out that group cohesiveness is prerequisite to productive group norms. They noted that in a cohesive group there is a great deal of pressure on members to conform to the norms of the group. Because an effective classroom group is one in which desirable standards and work procedures are accepted group norms and because group cohesiveness is a prerequisite for group norms, establishing and maintaining group cohesiveness are of crucial importance.

In describing this strategy, respondents drew on the writings of those authors who have described group process managerial strategies. Most often cited were: Johnson and Bany (1970); Schmuck and Schmuck (1979); Stanford (1980); Wallen and Wallen (1978); and Weber (1977a).

Establishing and Maintaining Productive Group Norms. Group norms were most usually defined by respondents as standards, unwritten rules, or shared expectations which govern the behavior of group members. Respondents noted that group norms provide guidelines about how group members are to behave; they help group members understand what is expected of them and what they can expect of others. Group members—because of their membership—accept the norms of the group, adhere to those norms, and enforce those norms within the group. Respondents argued that the establishment and maintenance of productive group norms are absolutely essential to classroom group effectiveness. Productive norms facilitate the group's movement toward the achievement of its goals. Group members exhibit those behaviors which tend to be productive if the group has productive norms. Therefore, the teacher who desires to build an effective classroom group—one in which productivity and satisfaction are achieved—must strive to aid students in establishing, accepting, and maintaining productive group norms. It is crucial that the teacher aid students in this regard, respondents argued. The existence of productive group norms greatly decreases the managerial problems confronted by the teacher.

As might be expected, the references which respondents cited in their descriptions of group norms were nearly identical to those cited in their descriptions of group cohesiveness. Most frequently cited were: Johnson and Bany (1970); Schmuck and Schmuck (1979); Stanford (1980); Wallen and Wallen (1978); and Weber (1977a).

Exhibiting Unconditional Positive Regard. For the most part, respondents defined unconditional positive regard as teacher behavior which communicates acceptance of the student as a person of worth and dignity regardless of his or her behavior. Unconditional positive regard was seen as a managerial strategy in which the teacher accepts the student whether his or her behavior is acceptable or unacceptable. Drawing on the ideas of Rogers (1969) and the recommendations of Ginott (1972), many respondents suggested that the teacher should always talk to the situation and avoid attacking the personality and character of the student when a problem occurs. They argued that the teacher should always be solution oriented; he or she should deal with the present and the future, not dwell on the past. Respondents agreed that the teacher must communicate acceptance of the student as this is essential to the establishment and maintenance of positive teacher-student interpersonal relationships. Many contended that unconditional positive regard is the primary means by which the teacher communicates that he or she accepts the student.

Predictably, the authors cited by respondents who selected unconditional positive regard as a crucial strategy were those who have pointed out the importance of positive teacher-student interpersonal relationships—those who advocate the use of socioemotional climate managerial strategies. These authors included: Ginott (1972); Glasser (1969); Rogers (1969); and Weber (1977a).

Using Time Out and Extinction. Those respondents who selected time out and extinction as effective managerial strategies tended to see them as very similar variations on a theme. Time out was viewed as a procedure in which the student is removed from an apparently reinforcing setting to a presumably nonreinforcing setting for a specified and limited period of time. Time out is primarily used to help a student exert greater control over his or her personal actions—actions which are usually unacceptable. Respondents argued that this managerial strategy is more effective and more humane than the

punitive actions that teachers often use when a student exhibits inappropriate behavior.

Respondents saw extinction as a procedure in which behavior which has been reinforced previously is not reinforced. Ultimately, consistent nonreinforcement of the behavior results in a reduction or elimination of that behavior—the behavior is extinquished. Because time out and extinction involve nonreinforcement rather than punishment, respondents argued that these strategies avoid the negative effects that often result from the use of punishment. Further, they asserted that time out and extinction, when coupled with positive reinforcement of desired student behaviors, are far more effective than punishment in changing undesired student behaviors. This combination tends to increase the rapidity of reducing inappropriate behavior.

The purpose of time out and extinction is to reduce inappropriate behavior by withholding reward for other than appropriate behavior. By withholding rewards, the inappropriate behavior is weakened. Because the use of time out and extinction has been found to be effective in reducing a wide variety of undesirable student behavior, this is a managerial strategy viewed as important by many of the teachers in the sample.

The references cited by respondents who selected time out and extinction as effective classroom management strategies were those who have described the behavior modification approach. Most often cited were: Axelrod (1977); Buckley and Walker (1978); Clarizio (1980); Dollar (1972); Givener and Graubard (1974); Long and Frye (1977); Madsen and Madsen (1975); Piper (1974); Shipman and Foley (1973); Sulzer and Mayer (1972); Walker and Shea (1980); and Weber (1977a).

Employing Problem-Solving Classroom Meetings. Respondents defined problem-solving classroom meetings as nonjudgmental classroom meetings held for the purpose of discussing the classroom behavior—and misbehavior—of students. Classroom meetings involve students in open, honest discussion about problems which are "owned" by the group; students are encouraged to take responsibility for solving their problems. Drawing from the ideas of Glasser (1969) and others, most respondents saw the classroom meeting as a process which involves identifying the problem, analyzing the problem, evaluating alternative solutions, selecting a solution, implementing that solution,

obtaining feedback, and evaluating the solution. The process should always be directed toward finding a solution, not toward identifying or punishing the "guilty." Handled positively, classroom meetings show students constructive ways to deal with their problems while discouraging faultfinding and scapegoating.

Inherent in this strategy is the belief that students who are given the opportunity, taught the skills, and provided the necessary guidance, have the ability to make responsible decisions regarding their classroom behavior.

Advocates of the socioemotional climate and group process approaches to classroom management were those cited by respondents who identified classroom meetings as an effective managerial strategy. Those cited included: Glasser (1969); Johnson and Bany (1970); Schmuck and Schmuck (1979); Stanford (1980); Wallen and Wallen (1978); and Weber (1977a).

Establishing Clear Expectations and Enforcing Rules. Teachers in the study tended to see a clear relationship between the establishment of clear expectations and the setting and enforcing of classroom rules. These were viewed as elements of the same managerial strategy by many respondents. Expectations were viewed as perceptions held by teachers and students about how they will interact with one another. Rules are formalized guidelines which describe student behaviors which are acceptable and which are not. Both expectations and rules guide student conduct. The teachers in the sample argued that clear expectations and well-defined rules are necessary if students are going to work within known boundaries. Expectations and rules which specify what is and is not acceptable are necessary if students are to know where they stand; students must know "the rules of the game."

All respondents agreed that it is very important that the teacher communicate expectations which are accurate, realistic, and clearly understood. They also agreed that it is equally important that the teacher communicate rules which are reasonable, well-defined, and clearly understood. No group can work together successfully without establishing standards of behavior.

The references cited by respondents came from two major sources. Those who tended to emphasize the establishment of clear expectations cited advocates of the group process approach to classroom management; included were: Johnson and Bany (1970); Kounin (1970); Schmuck and Schmuck (1979); and Weber (1977a).

Those who emphasized the establishment and enforcement of rules tended to draw from authors who have decribed managerial strategies which have been labeled authoritarian, cookbook, or instructional strategies; included were: Canter (1976); Doyle (1980); Gray (1967); and Tanner (1978).

Summary

The findings of this study suggest that there appears to be a fairly high degree of agreement among experienced, knowledgeable teachers with regard to the managerial strategies they perceive to be most effective. Eight strategies were identified by at least sixty percent of the teachers in the sample. Half of those were selected by better than eighty percent of the respondents.

The findings also suggest that experienced, knowledgeable teachers tend to be quite pluralistic concerning the strategies they perceive to be most effective. That is, the results indicate that the teachers in the sample did not tie themselves to one or two classroom management approaches in making their selections. The seventeen most frequently identified managerial strategies—the strategies selected by at least twenty percent of the respondents—were drawn from six different classroom management approaches. Of the eight classroom management approaches the teachers in the sample studied, only the intimidation and permissive classroom management approaches were not represented among those seventeen managerial strategies.

Those who are seeking to improve the managerial effectiveness of teachers might do well to keep these findings in mind as they develop preservice and inservice teacher education programs.

References

Axelrod, Saul. Behavior Modification for the Classroom Teacher. New York: McGraw-Hill Book Company, 1977.

Buckley, Nancy K., and Hill M. Walker. Modifying Classroom Behavior: A Manual of Procedures for Classroom Teachers. Champaign, Illinois: Research Press Company, 1978.

Canter, Lee and Marlene Canter. Assertive Discipline. Los Angeles: Canter and Associates, 1976.

Clarizio, Harvey F. Toward Positive Classroom Discipline. New York: John Wiley and Sons, 1980.

Dollar, Barry. Humanizing Classroom Discipline: A Behavioral Approach. New York: Harper and Row, 1972.

Doyle, Walter. Classroom Management. West Lafayette, Indiana: Kappa Delta Pi, 1980.

Dreikurs, Rudolf, and Pearl Cassel. Discipline Without Tears. New York: Hawthorn Books, 1972.

Dreikurs, Rudolf, and Loren Grey. A New Approach to Discipline: Logical Consequences. New York: Hawthorn Books, 1968.

Ginott, Haim G. Teacher and Child: A Book for Parents and Teachers. New York: Macmillan Company, 1972.

Givener, Abraham, and Paul S. Graubard. A Handbook of Behavior Modification for the Classroom. New York: Holt, Rinehart, and Winston, 1974.

Glasser, William. Schools Without Failure. New York: Harper and Row, 1969.

Gray, Jenny. The Teacher's Survival Guide. Belmont, California: Fearon Publishers, 1967.

Johnson, Lois V., and Mary A. Bany. Classroom Management: Theory and Skill Training. New York: Macmillan Company, 1970.

Kounin, Jacob S. Discipline and Group Management in Classrooms. New York: Holt, Rinehart, and Winston, 1970.

Long, James D., and Virginia H. Frye. Making It Till Friday: A Guide to Successful Classroom Management. Princeton: Princeton Book Company, 1977.

Madsen, Charles H., Jr., and Clifford K. Madsen. Teaching-Discipline: A Positive Approach for Educational Development. Boston: Allyn and Bacon, 1975.

Piper, Terrence. Classroom Management and Behavioral Objectives: Applications of Behavioral Modification. Belmont, California: Lear Siegler/Fearon Publishers, 1974.

Rogers, Carl R. Freedom to Learn. Columbus, Ohio: Charles E. Merrill Publishing Company, 1969.

Schmuck, Richard, and Patricia A. Schmuck. Group Processes in the Classroom. Dubuque, Iowa: William C. Brown Company, 1979.

Shipman, Helen, and Elizabeth Foley. Any Teacher Can...A Systematic Approach to Behavior Management and Positive Teaching. Chicago: Loyola University Press, 1973.

Stanford, Gene. Developing Effective Classroom Groups. New York: A & W Visual Library, 1980.

Sulzer, Beth, and G. Roy Mayer. Behavior Modification Procedures for School Personnel. Hinsdale, Illinois: Dryden Press, 1972.

Tanner, Laurel N. Classroom Discipline for Effective Teaching and Learning. New York: Holt, Rinehart, and Winston, 1978.

Wallen, Carl J., and LaDonna L. Wallen. Effective Classroom Management. Boston: Allyn and Bacon, 1978.

Walker, James E., and Thomas M. Shea. Behavior Modification: A Practical Approach for Educators. St. Louis: The C. V. Mosby Company, 1980.

Weber, Wilford A. "Classroom Management," Classroom Teaching Skills: A Handbook, James M. Cooper, Editor. Lexington, Massachusetts: D. C. Heath and Company, 1977a. Chapter 8, pages 284-348.

Weber, Wilford A. "Classroom Management," Classroom Teaching Skills: A Workbook, James M. Cooper, Editor. Lexington, Massachusetts: D. C. Heath and Company, 1977b. Chapter 8, pages 209-243.

Weber, Wilford A. Classroom Management: An Analytic-Pluralistic Approach. Lexington, Massachusetts: D. C. Heath and Company, in press.